

CHAPTER II THEORY REVIEW, FRAME OF THINKING, AND HYPOTESSIS.

2.1. Theory Review

2.1.1 Concept of Writing Ability

Writing is one of four skills which should be learn by students in learning language. Writing is one of ways to understand a text. By writing students can increase their knowledge, and the students also express their arguments after write text. The four main skills of the English language are reading, listening, speaking, and writing. Pamela in javed (2013:130) explained that a person needs a mastery of various elements to use the language to convey thoughts, wishes, intentions, feeling and information in a written form. Therefore, using many languages can pour all ideas, desires and hopes to use written language that is understood by the reader. Liderman (2008:89) said that writing is process of communication, which uses a conventional graphic system convey a message to a reader. Therefore a writer will have a difference in writing to convey a message to the reader. According to Harmer (2007:112), writing is used as idea or practice tool to help students to practice and work with the language they have learned before, beside writing as a process to get product is influenced by some elements such as vocabulary, grammar, organization, spelling, and punctuation.

In addition to write is a special activity that can be developed by someone's skill. According to Leo (2007:1), writing is a process of expressing ideas. In writing there are three basic principles that should be mastered namely, content, register, and topic. Referring to content, it should be made clear, specific, and

relevant. However, register should be formal, to the point, and concise. Topic, on the other hand, should be free from offences, and should avoid sensitive issues in most cases. According to Power and Hubbard in Saud (2014:1034), writing as a communication media of someone to himself and other people in a different time and place. It means that, if someone writes then he tries to express his intention or message in a written form in a different time and place with his writing. It is language skill used to communicate indirectly. It is not faced to face with other people. According to Cumming in Guadu (2018:42), this is why the value of written communication in English is becoming increasingly essential. From some of the explanation above, the researcher took the conclusion that writing is a language skill that is used as a communication tool that serves to pour out regular though graphic symbols so that it can be understood by other. According to Weigle (2002:1), the ability to write effectively becomes increasingly important in this global community, and instruction in writing is thus assuming an increasing role in both second- and foreign-language education.

Based on the explanation above, it can be concluded that by writing ability can convey a lot of information that can not be delivered directly. The best way is to write the information, the information conveyed should be written in detail, it is clear what the purpose of the information. So that the information conveyed will be easily understood by the reader, conveying the informations though writing must be detailed because if not, it will cause the misunderstanding for the readers.

2.1.2 Writing Process

Writing is not just writing without knowing the meaning of its contents. In writing there must be a writing strategy, so that it can be good writing. Writing in a foreign language is difficult. This presupposes mastery of a number of language areas such as spelling, grammar, and vocabulary, as well as skills such as handwriting and punctuation. That's why writing needs to be creative, communicative, and fun. So students can write creative ideas using the right strategy in the process of writing.

Writing is not simple a matter of putting word together, but the writer must often pay attention while writing to change the content, to change the organization and the word that they used and thinking again about their writing purpose. This step is called the process of writing. According to Brown (2007:404), the process of writing approaches tends to be framed in three stages of writing intentional.

The first is pre writing. This stages encourages the generation of ideas which can happen in numerouse ways: reading extensively a passage, skimming or scanning a passage, conducting some outside research, brainstorming, listening clustering, discussing a topic, free writing. The second is drafting. The sentence is viewed as an important and complex set of strategies, the mastery of which take time, patience, and train instruction. The last is revising. In this stage, students get feedback about their composition from several classmates. In addition, students can improve their writing by having discussion with the classmates about writing to make their writing better.

Writing process is used to make the students write something easily. Richard and Willy (2002:315) explained that writing process is an activity may be broadly seen as comparison four main stages: planning, drafting, revising, and editing. According to Lakmi in Avan (2015:132), the process include prewriting, drafting, revising, editing, and publishing. So, in the writing process there are four stages in which:

a. Planning

Prewriting is something you do before you write a draft of your document. Prewriting is the first activity that writers do to generate ideas is an activity that occurs throughout the writing process. According to Richard and Willy (2002:316), Pre-writing is an activity in the classroom which is done by the students to start their writing to stimulate their thought or ideas. Elbo and Belanoff in Hwang (2010:99) stated that freewriting is defined as writing any ideas or thoughts that come to mind in a given time period without stopping. The following activities provide the learning experiences for the students at these stages:

1. Group brainstorming (group members pour the ideas about the topic that may cover familiar ground first, and then move on to more abstract).
2. Clustering (students can be related to a stimulus supply by the teacher)
3. Rapid free writing (within a limited time of 1 or 2 minutes, students quickly write down single word and phrase about a topic freely).
4. WH-Questions (students will generate who, why, what, where, and how questions about a topic).

b. Drafting

The second step of the writing process involves drafting. During drafting, the writer puts his idea into competent thought, such as sentence and paragraph. The writer organize his ideas in a way that allow the readers to understand his message. He does focus on which idea or topic to include in the part of writing. According to Richards and Renandya in Wibowo (2013:15), in this step the writers are focused on the fluency of writing and are not preoccupied with grammatical accuarcy or the neatness of the draft.

c. Reviewing

In the process writing a writer will review the writing errorrs, grammar, and others. Nation (2009:120) explained that an important part of the writing process is looking back over what has been written. This is done to check what ideas have already been included in the writing, to keep the coherence and flow of the writing, to stimulate further ideas, and to look for errors. Poor writers do not review, or review only to look for errors.

d. Editing

After completion the disign of draft, the writer should take on the first edit of his work. The editing done by the author to check the results of his work, the authors examine the pieces of this mistake. Nation (2009:120) explained that editing involves going back over the writing and making changes to its organisation, style, grammatical and lexical correctness, and appropriateness. So, according to the above explanation the reseacher conclude that in the editing process there will be stages of rewriting and there are some changes such as organization, style, grammatical and lexical correctness, and

appropriateness. After all editing has finished so it can proceed to the next process.

e. Evaluation

On the teaching of writing, an evaluation should be done to measure or to know the students' ability in writing. The effectiveness of a learning process of writing skill can be measured through an evaluation activity. According to Brown (2007:357), the categories for evaluating writing are:

1. Content; it includes thesis statement, related ideas, development of ideas, and development of ideas through personal experience, illustration, facts, and opinions.
2. Organization; it includes the effectiveness of introduction, logical sequence of ideas, conclusion and appropriate length.
3. Grammar; it includes topic verb, tenses, pronouns, preposition, effective complex, construction, number and word order
4. Vocabulary; it includes vocabulary, idiomatic, word forms mastery and appropriate register and diction.
5. Mechanics; it includes spelling, punctuation, and citation, of references, neatness and appearance.

f. Publishing

In this stage students end up with their final writing draft and they will publish their writing. The reader of their writing is their teacher. Publishing has its advantages for the students, as Tompkins claims sharing student's writing with audience (e.g. friends, family, or teacher) can promote students the real communication with their readers during writing process. Tompkins in Faraj

(2015:136) stated that when the students write is expected to the existence of a partner as friends, family, or teachers that allows respond to his. So, will improve the confidence of students as a write.

Based on the explanation above, it can be concluded that the process of writing can be divided into into planning, drafting, revising, editing, evaluating, and publishing. By having good process in writing, can be sure that someone will produce a good writing. process of writing is needed to make a good writing.

2.1.3 Teaching Writing

Teaching is defined, as an process to deliver information, knowledge, and message from the teacher to the students. In other word, teaching is process that is done by the teacher to make the students understand the subject. According to Nathan in Brown (2007:269), teaching is guiding and facilitating learning that enabling learner to learn. Process of giving knowledge to the students about how to express idea on students' mind. Related in teaching writing, Harmer (2004:40) pointed out that there are certain particular consideration that need to be taken into account, such as sentence, organization, paragraph arrangements, and coherence. In conclusion, teaching writing for students not only about writing the sentences but organizing what is on their mind in written form. Cumming in Guadu (2018:43) explained that In the teaching of writing, the implementation of formative assessment is fundamental as it links instruction to learning and to writing improvement.

In addition, because writing is a procedural activity. As advocated by proponents of the process approach, it is necessary to establish a sustainable assessment (feedback) from partners. Such as peers, and teachers at different stages of the writing process so as to give authors an opportunity to revise their writing. In recent years, the traditional assessment of writing that focuses on written products or on how well or poorly students do the writing. This activity is giving way to a process oriented, utilizing the potential for the formation of assessments to promote learning through the active involvement of learners and teachers at different stages in the writing process, Lee in Emily (2018:43).

Based on the explanation of some experts above, the researcher conclude that in the process of teaching writing a teacher must understand, guide, and facilitate the students so that their students become creative in expressing their thoughts in the form of writing. The special considerations that need to be considered in writing are: sentence, organization, arrangement of paragraphs, and coherence. So, before the students write, teachers should explain what specific considerations need to be noted in writing so that students not only write sentences but arrange what is in their minds in the form of writing.

2.1.4 Assessing Writing

In assessing students' writing the teacher provide the tests to assess how the students write and organize their ideas into good writing. Nunan (2003:94) states that there are three components to evaluate the quality of student writing, namely: content, organization and grammar. Jacob in Weigle (2009:115) explained that five components to evaluate the students' writing quality which are: organization,

content, vocabulary, language use (grammar) and mechanic. According to Linn and Gronlund in Uno (2012:1), assessment is one of general term that include the procedure that is used to get information about students' learn and the format of assessment in learning.

Based on the above explanation, it can be concluded that there are five general criteria considered in the writing test. They are content, organization, use of vocabulary, mechanical use, and grammar. According to Brown (2004:244-245), five component in writing process, organization, content, vocabulary, grammar, and mechanical. There are also some components to evaluate students' writing which are organization, content, vocabulary, grammar, and mechanic. Assessments criteria of writing can be seen in the table below:

TABLE 1
THE RANGE SCORE OF ORGANIZATION

| Range Score | Description |
|------------------------------|---|
| 20-18 (excellent to good) | Appropriate title, effective introductory paragraph, topic is stated, leads to body; transitional expressions used; arrangement of material shows plan (could be for outlined by reader); supporting evidence given for generalization; conclusion logical and complete. |
| 17-15 (good to adequate) | Adequate title, introduction, and conclusion; body of essay is acceptable, but some evidence may be lacking, some ideas aren't fully developed; sequence is logical but transitional expressions many be absent or misused. |
| 14-12 (adequate to fair) | Mediocre or scant in introduction or conclusion; problem with the order or ideas in body; the generations many not be fully supported by evidence given; problems of organization interfere. |
| 11-6 (fair to poor) | Shaky or minimally recognizable introduction; organization can barely seen; severe problems with ordering of ideas; lack of supporting evidence; conclusion weak or illogical; inadequate effort in organization. |

| | |
|----------------------------|---|
| 5-1 (poor to very poor) | Absence of introduction or conclusion; no apparent organization of body; severe lack supporting evidence; write has not made any effort to organize the composition (could not be outlined by reader) |
|----------------------------|---|

Clearly the table above explains that organization covers the effectiveness of introduction paragraph, logical sequence of idea, appropriate length, appropriate title, topic stated, supporting evidence for generalizations, and logical and complete conclusion. The lowest score is 1 and the highest score is 20.

TABLE 2
THE RANGE SCORE OF CONTENT

| Range Score | Description |
|------------------------------|---|
| 20-18 (excellent to good) | Essay addresses the assigned topic; the ideas are concrete and thoroughly developed; no extraneous materials; essay reflects thought. |
| 17-15 (good to adequate) | Essay address the issues but misses some points; ideas could be more fully developed; some extraneous material in present. |
| 14-12 (adequate to fair) | Development of ideas not complete or essay is somewhat off the topic; paragraphs are not divided exactly right. |
| 11-6 (fair to poor) | Ideas incomplete; essay does not reflect careful thinking or was hurriedly written, inadequate effort in area of content. |
| 5-1 (poor to very poor) | Essay is completely inadequate and no apparent effort to consider the topic carefully. |

The table 2 above showed that content also refers to the sentences used to express idea concretely, addresses, and assigned topic. Where the the highest score is 20 and the lowest score is 1.

TABLE 3
THE RANGE SCORE OF VOCABULARY

| Range Score | Description |
|------------------------------|---|
| 20-18 (excellent to good) | Precise vocabulary usage; use of parallel; structures consise; register good. |

| | |
|-----------------------------|--|
| 17-15 (good to adequate) | Attempts variety; good vocabulary; not wordy; register OK; style fairly concise. |
| 14-12 (adequate to fair) | Some vocabulary misused; lack awareness of register, may be too wordy. |
| 11-6 (fair to poor) | Poor expression of ideas; problem in vocabulary; lacks variety of structure. |
| 5-1 (poor to very poor) | Inappropriate use of vocabulary; no concept of register or sentence variety. |

The table 3 above describes that aspect of vocabulary shows the amount the accuracy vocabulary, idiomatic, word forms mastery and appropriate register and diction. Where the total of the range score of vocabulary the highest score is 20 and the lowest score is 1.

**TABLE 4
THE RANGE SCORE OF GRAMMAR**

| Range Score | Description |
|------------------------------|--|
| 20-18 (excellent to good) | Native-like fluency in English grammar, correct use of relative clauses, prepositions, modals, articles, verb forms, and tenses sequencing; no fragment or run-on sentences. |
| 17-15 (good to adequate) | Advance proficiency in English grammar, some grammar problems don't influence communication, although the reader is aware of them; no fragments or run-on sentences. |
| 14-12 (adequate to fair) | Ideas are getting thought to the reader, but grammar problems are apparent and have a negative effect on communication; run-on sentences or fragments present. |
| 11-6 (fair to poor) | Numerous serious grammar problems interfere with communication of the writer's ideas; grammar review of some areas clearly needed; difficult to read sentences. |
| 5-1 (poor to very poor) | Severe grammar problems interfere greatly with the message; reader can't understand what the writer was trying to say; unintelligible sentences structure. |

Based on the table 4 above explains that grammar aspect in writing explains about verb, tenses, pronouns, preposition, effective complex, construction, number and word order. Where the highest range score of grammar is 20-18 and the lowest score is 5-1.

TABLE 5
THE RANGE SCORE OF MECHANIC

| Range Score | Description |
|------------------------------|---|
| 20-18 (excellent to good) | Correct use of English writing conventions; left and right margins, all needed capitals, paragraph indented, punctuation and spelling; very neat. |
| 17-15 (good to adequate) | Some problems with writing conventions or punctuation; occasional spelling errors; left margin correct; paper is neat and legible. |
| 14-12 (adequate to fair) | Uses general writing convention but has errors; spelling problems distract reader; punctuation errors interfere with ideas. |
| 11-6 (fair to poor) | Serious problems with format of paper; part of essay not legible; errors in sentence punctuation and final punctuation; unacceptable to educated readers. |
| 5-1 (poor to very poor) | Complete disregard for English writing convention; paper illegible; obvious capital missing, no margins, severe spelling problems. |

This table 5 described that mechanic in writing is also important. Writing conventions; left and right margins, all needed capitals, paragraph indented, punctuation and spelling also give additional value for writing product. The lowest score is 1 and the highest score is 20.

Based on the table above, the researcher can conclude there are several components to evaluate the students writing quality there are: organization, content, vocabulary, language, and mechanic.

2.1.5 Concept of Report Text

Report text is the text that explains and outlines some of the information based on fact, which is associated with a particular object. Such as animal, man-made objects, plants and so on. That have been doing reseach and observation.

According to Sukismo (2015:115), “report text is a purposes to explain the logical words about things or phenomena of nature, manmade objects, and social phenomena”. According to Effendi (2008:13), report text to describe the way thing are, with reference to a range of natural, man-made object and social phenomena in our environment. From the above explanation report text is used to explain a situation that is real and really happening. According to Bashir (2014:28), report text is factual text that provides information about different phenomena in our life.

Based on the above explanation, it can be concluded that report text is explain things with regard to natural phenomena, man-made and social in our environment. Report text is scientific because it presents facts as a result of reseach or observation. Generic structure of report text, the way in which elements of a text are arranged to match is purpose. This structure can be observed by readers, and writers will use the knowledge to structure their writing, depending on their purpose. See discussion test, explanation text, instruction text, recount text, narrative text, and report text. According to Sukismo (2016:115), generic structure of report text.

1. **General Classification:** stating classification of general aspectof thing; animal, public place, plant, so on.

2. **Description:** tells what the phenomenon under discussion like in terms of: parts, qualities, and habits or behavior.

Report text presents information about a subject. The report text is scientific, because the facts have been proved by research and observation. In writing the report text, students must write something suitable of the report by researching and analyzing something. Then, in report text using of simple present tense to express of something the general, example: komodo dragons usually weigh more than 160 kg.

2.1.6 Concept of Vocabulary Mastery

Vocabulary is a collection of words and meaning. Vocabulary very important because, if students master the vocabulary they will be able to speak and write smoothly without any obstacles. According to Cameron (2005:73), the word is a key unite in building up skills and knowledge. According to Hornby (2010:1662), vocabulary is all the words that a person knows. Burs in Alqahtani (2015: 25) stated that vocabulary is stock of words which is used by a person, class or profession. Because, by having more vocabulary will facilitate someone to communicate. Pilkulski and Templeton in Hasan (2017:56) stated that vocabulary is the sum of words used, understood, at the command of a particular person or group. Beside that without vocabulary nothing can be conveyed (Harmer 2002:73). From some explanations of the experts above, it can be concluded that vocabulary is a good skill to get a lot of vocabulary. By having and mastering the many vocabulary words we will know the meaning of the context. So that the vocabulary that we have can be developed through a writing.

In addition, vocabulary mastery is a very important factor in language learning. Such as explanation of some experts, Dalthon in Alajar (2015:171) described that vocabulary competence is considered the most important factor of language proficiency. According to Manser (2002:256), mastery is great skill or knowledge. Mastery means great skill to know of knowledge and able to practice their skill in an activity. Swaannel in Irma (2017:5) defines mastery as comprehensive knowledge or use of a subject or instrument. Porter (2001:953) state that mastery is learning or understanding something completely and having no difficulty in using it. Pora (2003:1) stated that vocabulary mastery is the people ability to understand word of language that they have learned in certain situation which they certainly have experienced in their lives. The reseacher can conclude that vocabulary mastery is very important in the process of language learning. Because vocabulary is a major factor or an important factor. It will determine success in the process of language learning.

Based on the statements above, it can be concluded that vocabulary mastery is a great skill to understand the meaning of words and how to use them in certain situations to express ideas, opinions, and feelings in communicating. Besides the vocabulary one of the important factors in language learning.

2.1.7 Types of Vocabulary

Vocabulary is very important to learning English. In addition vocabulary have some types. Harmer in Alqahtani (2015:26) stated that distinguishes between these two types of vocabulary. The first type of vocabulary refers to the one that the students have been taught and that they are expected to be able to use.

Meanwhile, the second one refers to the words which the students will recognize when they meet them, but which they will probably not be able to pronounce. According to Schonell, F.J.G in Widiyawati (2015:12), vocabulary is divided into four types, such as : reading vocabulary, writing vocabulary, listening vocabulary and speaking vocabulary.

Robert (2008:4) mentioned there are four types of vocabulary that people can recognize; such as are reading vocabulary, listening vocabulary, writing vocabulary and speaking vocabulary. The first, reading vocabulary is the word that can be understood by people when they are reading a book, novel, and newspaper. Second, listening vocabulary is all the words that people can recognize when listening music, speech or other context form in the tone of voice. This vocabulary is aided in size by context and tone of voice. Next, writing vocabulary is all the word that people can employ in writing. Contrary to the previous two vocabulary types, the writing vocabulary is stimulated by its user. The last, speaking vocabulary types, the writing vocabulary is all the words that people can use in speech. Due to the spontaneous nature of the speaking vocabulary, words are often misused. This misused which is unintentional may be compensated by facial expressing, tone of voice, or hand gestures.

Based on the explanation above, vocabulary has four types; reading vocabulary, listening vocabulary, speaking vocabulary and writing vocabulary. These four types are needed by students in learning English. If students do not master one of the four types then the students will have difficulty. Students experience difficulty when answering the questions listening, because they still lack a vocabulary that is owned by the students.

2.1.8 Assessing Vocabulary

Vocabulary assesment usually provides the basis of selecting a set of word to be tested. To be able effective in teaching vocabulary, reseacher should know how word are remember and store in students' mind and how long term memory is organize; therefore reseacher givrs test to assess students' vocabulary. Anderson and Freebody in Katherin (2010:568) stated that vocabulary breadth each word's rele within a large constuct of comprehension, composition, or conceptual aplication. Alternatively, a purely embedded measure word look at how students operationalize vocabulary in analyzing context and a vocabulary scale might be one measure of the large construct. According to Brown in Deskori (2012:10), assessments is a wider process to assess students' success in learning process. So, there are three assessments of vocabulary: mulyiple-choice techiques, ordering/reording task, and short-answer and sentence completion tasks which are discussed in their order below.

1. Multiple-choice teachniques are having the meaning that the researcher uses the multiple-choice excercise as the test to assess the students' vocabulary. The amount of multiple-choice test will be in odd amount or ever amount and the content of this vocabulary test should be appropriated with what kinds of the text that the students will write later, so both of them will balance. Example: Mr. Hary last month, it was at the bank.
But not anymore.

- | | | |
|----|-------------|------------|
| a. | Work | c. Play |
| b. | Live | d. operate |

2. The second type of assessment is to order or reordering tasks. It means that the researcher instructs a set of mixed words into the correct sentence. In this test, there are some words that are still not systematic, and the student's job is to make the collection of words into correct sentences. With the second type of assessment is an expected teacher can know the vocabulary skills of students in writing. So students will be able to combine words into sentences, or perhaps sentence combinations into paragraphs. Example: indonesian -Bali -the -is -island -beautiful -in -most (Bali is the most beautiful island in indonesian).
3. The last assessment of vocabulary is short-answer and sentence completion tasks. This is a popular alternative of assess vocabulary test. The test is taken from the question that must be answered by the student, the answer can be a short answer or complete a sentence. In sentence completion, students understand the directions in order to they can make good answer in creating sentences, so students can write with the correct sentence. Example: The children (spends/is spending) the afternoon playing in the garde.

Based on the statement above, the reseacher will use multiple choice test which use aspects, verb, noun, adverb, adjective, synonym, and antonym to assess students' vocabulary mastery for this reseach. Brown in Widiawati (2015:13) assumes that there are some criteria that must be accounted to assess vocabulary, he said that vocabulary knowledge concerns words and meaning.

1. Word Class

Word class is the classification of words of a language depending on their function in communication. Word class membership is an important lexical feature, in this case are nouns, verbs, adjective, and adverbs.

a. Noun

Is a word that is the name of person, a place, a thing or activity, quality and idea. Noun used subject or object. The example noun are: mr. Fajri, table, so on.

b. Verb

Verb is a word wich use in describing an action, experience or state. Example watch,read, run, so on.

c. Adjective

Adjective is a word that gives more information about a noun or pronoun. Example of adjective are: handsome, smart, best, so on.

d. Adverb

Adverb is a word that describe or add to the meaning of veb, adjective, another adverb or a whole sentence. For example are,slowly, politically,fortunately,so on.

e. Word Meaning

The two important issues in word mening students' usually get difficulties to infer are synonymous and antonymous.

a. Synonyms

Synonyms are words that share meaning. Although dictionaries list synonyms as words with similar meanings, the fact X is a synonym for Y does not mean that Y is necessarily a synonym for X. One of the most important ways for making text together is with the use of synonymous but which still refer to the same object. For example tear = rip, context = background.

b. Antonyms

Antonyms are words that mean the opposite. They present interesting problems for anyone seriously interested in semantic feature analysis. The feature on which the two words contrast can be identified. For example hot= cold, big=small, so on.

Vocabulary assessments are the students' knowledge concerning words and meaning, including word class (noun, verb, adjective, and adverb) and word meaning (synonym and antonym). In order to know the students' vocabulary mastery, the teacher needs to assess their competency. In conclusion, vocabulary mastery is a result of the students' knowledge of the word.

2.1.9 Previous Related Researches

There were some researchers who have conducted similar research in relation to the ability in vocabulary. The first research was conducted by Muslikh (2014), his research entitled "The Relationship Between Students' Vocabulary Mastery and Their Writing Descriptive Text Ability." He investigated 25 students of MTs Soebono Mantofani Jombang, Tangerang Selatan academic year 2013/2014. Muslikh concluded there is a positive correlation between students'

mastery in Vocabulary and their ability in their writing descriptive text. From the result of the data analysis, it is get $r_{xy} = 0,66$; and r_{table} with $n = 25$ by using significant level 5% or 0,05 it is gain the score = 0,396. Because $r_{xy} > r_{table}$ where 0,505 is bigger than 0,396.

In this research, the variable investigated are the same as the variables in Muslikh's research. In addition, the researcher also use the same instrument in variable X. However, the variable Y in Muslikh using students' writing in descriptive text . While, the researcher uses report text.

The other similar research was conducted By Septiyanti (2014), entitle "The Correlation Between Students' Vocabulary Mastery and Their Ability in Writing Comparison and Contrast Essay at Sixth Semester Students of Sekolah Tinggi Keguruan dan Ilmu Pendidikan (STKIP) Muhammadiyah Kotabumi North Lampung Academic Year 2013/2014." Data analysis in the research shows that there is correlation between students' vocabulary mastery and their ability in writing comparison and contrast essay is which $r_{xy} = 0.64$, with confident level of 5% from 34 students. From calculated result showed that r calculate is higher that r_{table} ($r_{calculated} = 0.64 > r_{table} = 0.339$). in addition, the result of t-test is 4.7117 which showed there is significant correlation. Based on explanation above, the reseacher concludes that there is significat correlation between Students' Vocabulary Mastery and Their Ability in Writing Comparison and Contrast Essay at sixth Semester Students of Sekolah Tinggi Keguruan dan Ilmu Pendidikan (STKIP) Muhammadiyah Kotabumi Lampung Academic Year 2012/2013. In this research, the variable investigated are the same as the variables in septiyanti research. In

addition, the researcher also use the same instrument in variable X. However, the variable Y in Septiyanti using students' writing in comparison. Whereas, the researcher uses report text .

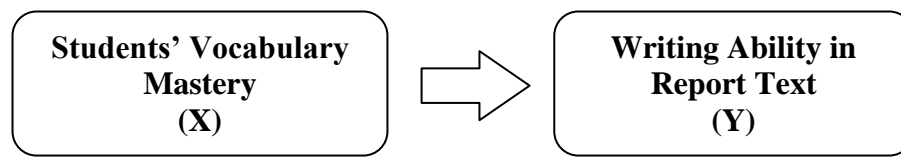
Based on some researcher above, the researcher assumes that students' vocabulary has correlation with writing ability. Therefore, the researcher conducts a research with the title "The Correlation Between Students' Vocabulary Mastery and Writing Ability in Report Text The Twelfth Grade of SMA Kemala Bhayangkari Academic Year 2018/2019."

Based on the two previous research above, it can be seen that vocabulary is very important aspect which can influence students' ability in writing. Therefore, the researcher assumes that vocabulary can improve students' writing ability.

2.2 Frame of Thinking

Students who want to be proficient in writing, have to master a lot of vocabulary. By vocabulary mastery, the students will be easier to deliver their feeling and idea into writing. In writing, the students must share their ideas and concept on their brain to a written language and combine their vocabulary in a paragraph. Therefore, the researcher assumes that there is a significant correlation between students' vocabulary mastery and writing ability in report text.

Then, the researcher would like to describe the figure of the frame of thinking as follows:



Picture 1 : frame of thinking about student vocabulary mastery and writing ability in report text.

2.3 Hypothesis

Based on assumed and theories above the researcher formulate the hypothesis, as follows:

H_0 : There is no significant correlation between students' vocabulary mastery and writing ability in report text twelfth grade of SMA Kemala Bhayangkari Academic year 2018/2019.

H_a : There is significant correlation between students' vocabulary mastery and writing ability in report text twelfth grade of SMA Kemala Bhayangkari Academic year 2018/2019.